

## Outcomes framework: neighbourhood exemplar

Area of focus	Goal statements	1. After scoping: How have you have identified this goal?	2. Measuring: What will have changed for you to know that the goal is reached?	3. Action: What will you do to achieve this?	4. Outcome: After the response, what has changed and how do you know?
<b>Young People and Peer Groups</b>	Young people have positive relationships with adults (residents, workers, etc.) in the context and know that these adults like them	We ran several youth work sessions with young people and asked them to make collages to depict how they feel about travelling on the bus. They showed images of war zones and targets to show that they feel like they are seen as targets	We will know we have reached this goal when young people tell us that they feel safe travelling on the bus. If possible, we will invite them to make collages again and see images that depict calmer, happier feelings.	<p>We are planning several responses directed at adults in the community (which are tracked below).</p> <p>We are planning an event directing with young people to build relationships between young people and transport workers. This will be an open even at the bus depot where young people will get to meet the driver and have a go sitting in their seats and asking questions.</p>	The young people now report feeling much safer when travelling to and from school. We have held two sessions with them with a youth worker and they produced collages that they experience friendships, support in at those times of day.
<b>Environment and Community</b>	Agencies apply policies that promote young people to be safe in contexts	<p>The school safeguarding policies don't seem to cover the bus and bus stop. The other town centre has told us that they have a safeguarding policy. We have not been able to review it. They said that their safeguarding policy focussed on what to do if a young person discloses abuse and reporting this to children's services. We believe there may be an opportunity to develop this policy further with the town centre manager and the businesses who operate in the area.</p> <p>The local safeguarding children's partnership policies do not provide a clear steer as to whether a response should be led by community safety and police or with children's services.</p>	<p>There will be safeguarding policies at the school and transport provider that align with each other and show how they will work together to support young people on the bus. We will see evidence of these policies being used – for example bus drivers sharing their concerns with teachers or social workers.</p> <p>Local safeguarding children's partnership procedure will be clear about the role of safeguarding/youth work and what role of community safety.</p> <p>Policies will reference what it means to be anti-racist and have processes in place to support those who use it to reflect on and address their own behaviour and assumptions.</p>	<p>We will convene a meeting with the school and transport provider to agree on a 'working group' that will revise the policies.</p> <p>We will run training with members of a local Extra-Familial Harm multi-agency meeting to support their alignment with a welfare-based approach.</p>	<p>The meeting at the school led to actions relating to how information is shared, who chairs the meetings and how decisions are made. This was fed back to the Local Safeguarding Children's Partnership who have taken on these actions and have produced a new set of procedures and policies for schools and the town centre that are aligned with a Contextual Safeguarding approach. The new policies give clear direction about anti-racism and a new training programme is being introduced.</p> <p>We spoke with the school DSL who is now receiving having useful communication from the bus drivers and others working in the town centre.</p>

		There is no mention of the need to be anti-racist in the polices.	We will see evidence of these young people being treated differently with care and support rather than overlooked.		<p>We conducted two observations and noticed friendly and safe interactions between young people and adults.</p> <p>We observed the multi-agency meetings and saw how more actions were framed around care and safety.</p>
<b>Guardianship Capacity</b>	Adults in the context know and understand their role in promoting safety for young people	<p>From speaking to and surveying businesses and residents, we found that very few adults (apart from the chicken-shop owner) have awareness of their safeguarding responsibilities.</p> <p>Currently the transport company share information about the behaviour of young people with the school and the police. The town manager also shares information with the police about anti-social behaviour if this comes to her attention from business owners.</p>	<p>We will have reached this goal when we see positive relationships between the adult and the people who use the and bus drivers.</p> <p>There will be processes in place so that if the bus driver or adults are worried about children on the bus, they know who to tell</p>	<p>We will work with the owner of the chicken shop to develop a case study on being a community guardian for young people.</p> <p>We will share this case study with bus drivers and town centre managers.</p> <p>We will put up QR codes to support people sharing concerns about the safety of young people to the local authority Contextual Safeguarding team.</p>	<p>We re-ran the survey with people who work in the area and had many positive responses.</p> <p>One of the businesses started a project with youth workers to involve young people in an initiative they are running around local store.</p> <p>The QR codes are successful. Five people have used them to report worries about young people which have helped us to identify the need for a new youth work response in a local park.</p>